DOCUMENT RESUME

ED 100 108 EC 070 978

TITLE	Programming for the Language Disabled Child: Booklet 4: Functional Approach to the Evaluation of Materials.
INSTITUTION	Texas Education Agency, Austin.
NOTE	29p.; For related information see EC 070 975-992
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Auditory Perception; *Evaluation; Exceptional Child Education; Institutes (Training Programs); *Instructional Materials; *Language Handicapped; Learning Disabilities; Perceptually Handicapped; Special Education Teachers; *Visual Perception
IDENTIFIERS	Illinois Test of Psycholinguistic Abilities; *Project CHILD

ABSTRACT

The booklet describes a functional approach to evaluation of instructional materials which resulted from Project CHILD, a research effort to validate identification, intervention, and teacher education programs for use with language disabled children. Explained is a summer training program for teachers in the evaluation of materials which stressed identification and remediation of weaknesses in terms of the auditory and visual processing disabilities differentiated by the Illinois Test of Psycholinguistic Abilities. Examples of record cards used by teachers in material evaluation are included. Presented in chart form are disability characteristics, general teaching techniques, and related tests for handicaps in the following areas: auditory reception, auditory association, verbal expression, grammatic closure, auditory sequential memory, auditory closure, sound blending, visual reception, visual association, visual closure, and visual sequential memory. (DB)

ED 100108

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
INTRODUCTION	3
IDENTIFICATION AND REMEDIATION	3
DEVELOPING A CARD FILE	5
AUDITORY PROCESSING DISABILITIES	10
AUDITORY RECEPTION	11
AUDITORY ASSOCIATION	18
VERBAL EXPRESSION	19
GRAMMATIC CLOSURE	20
AUDITORY SEQUENTIAL MEMORY	21
AUDITORY CLOSURE	22
SOUND BLENDING	23
VISUAL PROCESSING DISABILITIES	24
VISUAL RECEPTION	25
VISUAL ASSOCIATION	26
VISUAL CLOSURE	27
VISUAL SEQUENTIAL MEMORY	28

BEST COPY AVAILABLE

INTRODUCTION

The material contained in this booklet is a result of activities and research done by Project CHILD, a Texas Education Agency research project in the area of language disabilities. This booklet describes a functional approach to material evaluation.

THE SUMMER TRAINING PROGRAM IN THE EVALUATION OF MATERIALS

A training program in the evaluation of materials was derived for teachers who were to be involved in the teaching of children with learning disabilities. Subtests of the Illinois Test of Psycholinguistic Abilities have proven to be valuable in determining language strengths and weaknesses of children. It is for this reason that the language evaluation of the child was based upon this data. It should be emphasized, however, that once a teacher becomes aware of skills required in each of these subtests, as well as characteristics of the child who is experiencing difficulties in learning, the ability to generalize to other children without specific test results may be possible. Although this can be accomplished with success in many instances, the child who is experiencing great difficulty may need to be administered a complete diagnostic battery of tests.

IDENTIFICATION AND REMEDIATION OF WEAKNESSES

Identifying and remediating weaknesses which may have interfered in the learning processes of the child is very important. If weaknesses are not identified and remediation begun, the child may, through the process of compensation, become more and more deficient in these skills. This does not

BEST COPY AVAILABLE

mean to imply that compensation is a method to be avoided. It becomes most important in teaching the child academically; however, it should not contribute to increased deficiencies in necessary processes of learning. The teacher should, however, remember that while the child's weaknesses or disabilities are being remediated, she should emphasize and utilize the child's strengths in the remediation process. Teaching to the strengths while remediating weaknesses is recommended for children having learning disabilities.

In order that the teachers participating in the training program might more fully understand the nature of weaknesses and remediation techniques, each was given a "working handbook" (a loose-leaf notebook) which stated the definition of subtests, characteristics of children with deficits in each area, related tests which measure many of the functions measured by the ITPA and general teaching techniques. A breakdown of deficiencies or possible contributing factors for subtests indicating a disability for the child may be found in the following reference:

> Kirk, Samuel A. and Kirk, Winifred D., *Psycholinguistic Learning Disabilities — Diagnosis and Remediation*, Chicago: University of Illinois Press, 1971.

Identification

The first step in instructing teachers to become aware of language strengths and weaknesses within the child was that of discussing general characteristics of the child with auditory and visual processing disabilities. The second step was that of reviewing definitions of each subtest of the ITPA; characteristics of the child who has a deficit in each area; related tests which measure many of the same functions measured by the ITPA, and a breakdown of deficiencies or possible contributing factors for subtest disabilities.

Remediation of Weaknesses

The teachers at this point had a good general knowledge of processes measured by each subtest of the ITPA and possible contributing factors to disabilities in each subtest area. They

BEST COPY AVAILABLE

were then ready to progress to remediation techniques for each of the above areas. It was felt that once the teacher understood the types of remediation which should be directed toward each disability, she would readily recognize these same techniques and activities when found in commercial materials.

Again, it was emphasized that a disability in a subtest area may result from one or several contributing factors, which may not be specified by simply being aware that a child suffers from a disability in a subtest area. Example: A disability in Auditory Reception may be the result of (A) The child not recognizing and identifying sounds in his environment; (B) The child not having developed a listening attitude; (C) The child having difficulty attaching meaning to words; or (D) The child not understanding consecutive speech.[1]

As was previously stated, each teacher was provided a "working hand-book" giving definitions of subtests, characteristics of children with deficits in each area, related tests which measure many of the functions measured by the ITPA, general teaching techniques, and remediation techniques for each subtest. Each teacher was assigned an alloted number of commercial materials which were available at the Regional Education Service Center's SEIMC (Special Education Instructional Materials Center). Teachers were instructed to evaluate materials and properly classify those materials according to remediation of specific disabilities.

DEVELOPING A CARD FILE

Printed cards (See Illustration 1) were made available to each teacher for the recording of results of their evaluations. As the teacher evaluated a material, she was to (1) Record ITPA subtest to which material related; (2) Record Material title, SEIMC No., publisher/vendor, and approximate cost; (3) Circle interest level; (4) Record reading level if reading skills are required; (5) Record approximate PLA (Psycholinguistic Age); (6) Record portion of material to be used under this classification; and (7) Record any comments

[1] Kirk, Samuel A. and Kirk, Winifred D., *Psycholinguistic Learning Disabilities – Diagnosis and Remediation.* Chicago: University of Illinois Press, 1971.

BEST COPY AVAILABLE

which she might feel would be of benefit. Several record cards may be required for each material, as any portion of the material which deals with a particular subtest should have its own record card.

It was felt that most teachers would profit from a separate card to meet children's needs in these areas. (See Illustration 2). Record cards should be printed on which the teacher would record (1) Subject area; (2) Primary teaching approach; (3) Material title, SEIMC NO., Publisher/Vendor, and approximate cost; (4) Book title or number with its achievement or grade level and interest level recorded, which is essential for the teacher to make an appropriate judgment of beginning placement; (5) Children for whom the material is recommended; and (6) Children for whom the material is not recommended. (Please note example on Illustration 2.)

At the conclusion of the teacher training period, all record cards should be placed in a file with divisions provided for each subtest. Each teacher should have the opportunity to profit from his peers' evaluations by being granted access to this file. In so doing, some teachers might prefer to make duplicates of record cards prepared. In this way, they will have a good beginning of material classifications on which they can build as they come into contact with new materials placed on the market. Another procedure which might be preferred is that of providing sheets in the "working handbook" after each subtest subdivision which provides for listing of materials which pertain to each of these subdivisions. (See ITPA Subtests, Auditory Reception.)

BEST COPY AVAILABLE

Illustration 1

Auditory Reception - Rhyming Words
(ITPA Subtest)

Phonics Workbook - Book A
(Material Title)

(SEIMC No.)

Rearden Baer & Co.
(Publisher/Vendor)

Approximately $3.00
(Cost)

Interest Level: N, K, (P, I,) Ad.
(Circle)

Reading Level: 1

PLA: 6-7

Comments

Portion of material to be used in this classification.

____ all of material

✓ part of material
(If checked, fill in below)
____ Teacher's Guide
(Page/s)
Pages 225-226
(Name or section of material, pages, tapes, etc.)

BEST COPY AVAILABLE

Illustration 2

Reading
(Subject Area)

Primary Approach (Circle):

(1) Auditory
2. Visual
3. Tactile
4. Kinesthetic
5. Multi-Sensory
6. Phonetic
(7) Linguistic

Book	Achievement Level	Interest Level
1	1	P-I
2	1-2	P-I
3	2-3	P-I
4	3	P-I

Merrill Linguistic Readers
(Material Title)

62-0296 through 62-0307
(SEIMC No.)

Charles E. Merrill
(Publisher/Vendor)

Approximately $15.00
(Approximate Cost)

Recommended for children with the following characteristics:

Good auditory channel but poor sound blending; Both auditory and visual problems; Highly distractible; Poor auditory memory.

Not recommended for children with the following characteristics:

Hearing loss Below 80 I.Q.
Bilingual

BEST COPY AVAILABLE

Upon completion of such a training procedure as described above, the teacher of children with learning disabilities should have a better understanding of the "problems" of children and be able to see the significance of recognizing both strengths and weaknesses of her children and of applying this knowledge in her remediation activities and academic instruction. She should also take with her the "working handbook" with a compilation of remediation activities; material listings or file cards; and, hopefully, an eagerness to apply those procedures which she has learned. As the teacher makes discoveries of new remediation techniques, she will find that space has been provided for their inclusion in her "working handbook".

BEST COPY AVAILABLE

Auditory Perception Disability (General)

Definition: Ability to understand verbal communication and to understand the significance of familiar sounds.

Characteristics

May have speech problems.

May sequence sound or syllables oddly. Example: "vetageble" for "vegetable." Reverse letters in words – "nakpin" for "napkin."

May use "small words" incorrectly. Responds in one word sentences. Seems not to listen or understand spoken words (poor comprehension).

Daydreaming – lack of attention in class.

May watch teacher's face intently, trying to speech read.

Emotional lability.

May seem shy, rarely talks in class.

Cannot play games.

Seems to be less intelligent than I.Q. tests indicate.

Doesn't do what he is told.

Cannot follow directions.

Looks to see what others are doing – has difficulty in understanding and remembering directions.

Does better after being shown rather than being told.

Can do more things than teacher would expect, i.e., fix electrical cords, puzzles.

Cannot learn rote-memory tasks such as alphabet, number combination, telephone number and address.

General Teaching Techniques

Give child all the visual aids possible.

Begin remediation in auditory perception (Auditory Discrimination)(Sound Blending)

Look-say approach in reading sight words.

Configurational clues

Color-code

Context clues

Also, use linguistic approach to avoid sound blending.

BEST COPY AVAILABLE

AUDITORY RECEPTION

Definition: Ability of child to derive meaning from verbally presented materials. (How well does the child comprehend oral language?) Vocabulary level increases in difficulty with succeeding responses. Cultural background and educational achievement are reflected in this subtest. Adequate opportunity to learn is presupposed. Some verbal fluency is essential.

Characteristics	Related Tests	General Teaching Techniques
May not recognize sounds in his environment.	Wepman Test of Auditory Discrimination	Screening test for hearing loss should be administered, and the child should be referred for a complete audiological evaluation if indicated by the results of the screening test.
May have difficulty attaching meanings to words.	Peabody Picture Vocabulary Test	Administer Wepman or Goldman–Fristoe–Woodcock Test of Auditory Discrimination to check discrimination skills.
Does not understand what he hears. Looks to see what others are doing. Says, "I don't get it."	WISC: Verbal subtests	GROUP:
Frequent requests for instructions to be repeated.	Stanford–Binet Intelligence Scale: Identifying Parts of the Body, Identifying Objects by Name, Identifying Objects by Use, Obeying Simple Commands.	Use short, one-concept phrases. May need explanations in one-to-one setting.
Cannot carry out directions.	Detroit Tests of Learning Aptitude–Verbal Absurdities, Oral Commissions	Ask short questions.
Difficulty understanding oral presentation involving the concepts of time, quantity, or direction in space orientation.	Goldman – Fristoe – Woodcock Test of Discrimination	(Give visual clues whenever possible (gestures, written material, etc.)
May have articulation problems.		INDIVIDUAL:
		Remediation should concern itself with listening, discrimination, and comprehension.
		Check auditory memory and remediate if deficient.

BEST COPY AVAILABLE

AUDITORY RECEPTION (Continued)

Characteristics	Related Tests	General Teaching Techniques
May confuse meanings of similar words like "cup" or "cat." May not be able to identify sounds correctly. May have difficulty sounding out words. Frequently does not bring in assignments. May tell parents he has no assignments. Poor auditory memory may be involved.		Work with auditory closure, sound blending, and rhyming after remediation of auditory discrimination skills. Work toward increasing vocabulary. Use "Simon Says" kinds of games. (Aids in following directions and auditory memory.) Give increasingly more difficult oral instructions and problems. Provide periods of quiet following work on auditory tasks.

BEST COPY AVAILABLE

MATERIALS

SEIMC NO.	NAME AND DESCRIPTION	PUBLISHER AND/OR VENDOR	GRADE LEVEL	INTEREST LEVEL	READING LEVEL
68.0054	Auditory Reception - Discrimination - Sounds I Can Hear	Scott-Foresman Co	N-1	N-P	
68-0260 - 68-0266	Sound Order Sense Levels 1 + 2 Chapters: Discrimination	Follett Publishing Co	1-2	K-1	
68-0211	Auditory Perception Training Discrimination	Developmental Learning Material		K-1	
	Listen + Do (Records 1-16)	Houghton-Mifflin	K-1	K-P	
	Phonics Workbook - Book A	Rearden Baer + Co.		P-1	1

MATERIALS

BEST COPY AVAILABLE

SEIMC NO.	NAME AND DESCRIPTION	PUBLISHER AND/OR VENDOR	GRADE LEVEL	INTEREST LEVEL	READING LEVEL
	Auditory Reception - Rhyming Words Listen and Think Tape AR 2	Educational Developmental Laboratories		K-P	
+62-1253	Flesh - Ed Pre-Primer	Educational Innovators	K	K-P	
	Gateway to Good Reading Sessions 17-18 (auditory discrimination Tapes)	Imperial International Learning		P-I	
	Rhyming Level 1 Level 2	Continental Press		K-P P	

MATERIALS

BEST COPY AVAILABLE

SEIMC NO.	NAME AND DESCRIPTION	PUBLISHER AND/OR VENDOR	GRADE LEVEL	INTEREST LEVEL	READING LEVEL
	Auditory Reception - Listening - Following Direction	Educational Developmental Lab., Inc.		K-P	
	Listen & Think				
68-0260	Sound, Order, Sense	Follett Publishing Co.			
	Level 1		1	K-1	
	Level 2		2	K-1	

BEST COPY AVAILABLE

MATERIALS

SEIMC NO.	NAME AND DESCRIPTION	PUBLISHER AND/OR VENDOR	GRADE LEVEL	INTEREST LEVEL	READING LEVEL
	Auditory Reception: Vocabulary				
62-0874	Fitzhugh Plus #202 Squares 1-360	Allied Education		K-5	
62-0878	Fitzhugh Plus #207 Squares 385-451	Allied Education		K-5	
+62-1253	Flex-Ed - Pre-Primer Primer, First, Second, Third	Educational Innovations	K-3	K-1	
	Language Master Programs: World Picture Program	Bell + Howell			
	Nouns - Everyday Things		K-3	K-Adult	
	Verbs - Action Words		K-3	K-Adult	
	Basic Concepts		1-3	K-Adult	

BEST COPY AVAILABLE

MATERIALS

SEIMC NO.	NAME AND DESCRIPTION	PUBLISHER AND/OR VENDOR	GRADE LEVEL	INTEREST LEVEL	READING LEVEL
	Grammatic Closure in understanding consecutive spoken:				
62-0878	Fitzhugh Plus #207 Pronouns, Prep., Past Tense, Squares 1-235	Allied Education		K-5	
	Language Master Programs:				
	Language Stimulation Program	Bell + Howell			
62-0604	Set 1 (Phrases)		1-3	P-I	
62-0605	Set 2 (Sentences)		1-3	P-I	

BEST COPY AVAILABLE

AUDITORY ASSOCIATION

Definition: Ability to organize spoken words in a meaningful way. (Can the child hear, associate, and say?) Probably encompasses much of what we refer to as "reasoning," "critical thinking," and "problem solving." It involves the process between hearing stimuli and responding.

Characteristics	Related Tests	General Teaching Techniques
Thinking may be quite concrete. Poor concept formation in verbal responses. Problems in abstract reasoning. Difficulty in learning to classify or categorize concepts. Difficulty in finding and evaluating alternative solutions to problems May be very slow to respond. Needs time to mull over questions. May raise hand but give foolish answer. Does not see present situation in relationship to past.	WISC: Similarities ITPA: Auditory Reception Stanford–Binet: Analogies II, VI, VII, Similarities and Differences. Detroit Tests of Learning Aptitude–Verbal Opposites, Likenesses and Differences	Check auditory memory and auditory reception. These may be contributing factors. GROUP: Provide visual and tactile-kinesthetic cues where possible. Ask one-concept questions, eliciting several short answers. Give child written questions to think about before answering oral questions. Give ample time for response. Accept concrete answers. Teach through concrete objects before abstractions. Supply more abstract cues where possible. INDIVIDUAL: Practice recognizing likenesses and differences. Categorize or classify objects. Identify incongruities in stories. Linguistic approach in reading helps establish and reinforce association.

BEST COPY AVAILABLE

VERBAL EXPRESSION

Definition: Ability to express ideas in spoken words. This subtest taps verbal fluency and a number of discrete, relevant, and factual concepts a child can employ in observing details. Home and educational background are reflected.

Characteristics	Related Tests	General Teaching Techniques
Shy, seldom talks in class Responds with one-word answers. May have articulation problems. May talk a lot, but expresses few ideas.	Templin–Darley Tests of Articulation. WISC: Vocabulary, Similarities, Comprehension Stanford–Binet: Vocabulary, Response to pictures, Definitions, and picture absurdities. Detroit Tests of Learning Aptitude–Free Association	Personal for speech evaluation where disabilities in articulation or other speech problems occur GROUP: Provide opportunity and time for oral responses. Show and Tell is very good; however, child may need much help and moral support from the teacher. Give child visual cues to help him describe events. Encourage oral reports, but allow use of notes and visual aids. INDIVIDUAL: Have child practice speaking in sentences. Encourage imitation of tutor's speech. Give sentence completion exercises. Encourage describing things that are concrete or manipulative.

BEST COPY AVAILABLE

GRAMMATIC CLOSURE

Definition: The ability to make use of the redundancies of oral language in acquiring automatic habits for handling syntax and grammatic inflections

Characteristics	Related Tests	General Teaching Techniques
Makes grammatical or syntactical errors which do not reflect those of his parents. (Low score may reflect cultural background rather than actual language disability.)	Templin-Darley Tests of Articulation	Listening training may be helpful.
Child mispronounces words commonly used.	Wepman Auditory Test of Discrimination	Encourage imitation of the teacher's use of correct grammatical language.
May mispronounce words he has heard many times.		Encourage choral reading or speaking.
May not use correct plural endings for such words as mouse, man, etc.		Encourage child to memorize phrases and short poems from recordings.
May not use correct endings for past and progressive tenses.		Check child's sound blending ability before pressing phonics training.
May have related disabilities in concepts of time and space, or in sound blending.		Use incomplete sentences and have child complete.
May have difficulty learning rhymes, learning to count, learning multiplication facts by rote, and learning to tell time.		
May have difficulty learning even when experiences have been repeated many times.		
May put verbs or adjectives in improper position in speaking and writing.		

BEST COPY AVAILABLE

AUDITORY SEQUENTIAL MEMORY

Definition: Ability to correctly repeat that which has previously been heard.

Characteristics	Related Tests	General Teaching Techniques
May have delayed speech development. May be poor reader and/or speller (Errors in spelling show problems in sequencing). Poor in phonics. Cannot follow directions. Cannot remember what he hears. (May not bring in assignments due to this problem.) Cannot memorize multiplication tables and other rote memory tasks. (Example: address, phone number, etc.) Difficulty finding words when speaking, and unable to answer questions involving detail or selection. May be hyperactive, anxious, and distractible.	WISC: Digit Span Stanford –Binet: Digits, Memory for Stories Detroit Tests of Learning Aptitude–Auditory Attention Span for Unrelated Words, Oral Commissions, Auditory Attention Span for Related Syllables, Oral Directions	GROUP: Use short, one-concept sentences. Have child write down instructions rather than try to remember them. Permit child to use visual cues. Have child write as he memorizes. INDIVIDUAL: Initially, demand attention for short periods of time. Reinforce attending, and gradually extend time. Use linguistic approach in reading. Reinforce with tactile and kinesthetic method–particularly when a disability is also noted in visual memory.

BEST COPY AVAILABLE

AUDITORY CLOSURE

Definition: Ability to supply missing sounds in auditory presentations. This supplementary subtest should be given when problems exist in grammatic closure, reading, and spelling.

Characteristics	Related Tests	General Teaching Techniques
Unable to get meaning: 1. When speaker turns head in speech. 2. Noise or distraction occurs during speech. (Problems following directions.) 3. During rapid speech. Difficulty sounding out words. Problem may result from figure-ground difficulty. Characteristics include: 1. Daydreaming 2. Inattentiveness 3. Hyperactivity 4. Anxiety 5. Difficulty in responding to oral directions, lectures, and conversations. 6. Poor listening comprehension.	Wepman Test of Auditory Discrimination Test ITPA: Sound Blending, Auditory Association Goldman–Fristoe–Woodcock Test of Auditory Discrimination–Noise Subtest	Evaluate discrimination and auditory figure-ground problems. Remediate as needed. Use visual clues and little verbalization in the beginning. Face student. To help child fill-in missing parts of words: 1. First present material to be used for closure in the completed form. Example: "I am going to say a word, 'potato.' Now you finish it, 'Pota .'" 2. Next, give partial clue but not words. Example: "Bread and bu · · · ·." 3. Then give words as are found on ITPA test. In selecting words, remember the developmental sequence of difficulty from easiest to most difficult. a. Final sound or syllable. b. Initial sound. c. Medial sound, or sounds.

BEST COPY AVAILABLE

SOUND BLENDING

Definition: The ability to synthesize the separate parts of a word and produce a whole (word). This supplementary subtest should be given when difficulty occurs in grammatic closure, reading, and spelling.

Characteristics	Related Tests	General Teaching Techniques
May be poor reader. May have problems with phonic instruction. May have difficulty in learning to hear isolated sounds and perceive them as parts of a whole. May know all sounds of letter symbols in a word, but cannot put sounds together to form a word.	Wepman Test of Auditory Discrimination ITPA: Auditory Sequential Memory, Auditory Closure	Examiner should note reversals. These are just as important as visual reversals. Gross sound training should be initiated early in remediation. Remediate auditory problems prior to teaching word attack skills. Begin reading instruction with sight, whole word or linguistic approach. Linguistic approach should eliminate problem in sound blending. INDIVIDUAL: Rate is factor in ease of sound blending—closer in time, more easily blended. Begin with only two sounds and proceed upward. Use words that have sustained consonants – s, m, n, f, sh, r. Proceed to those that are not sustained (plosives) -- t, d, k, p, b, g. CAUTION: Do not add a vowel sound (short a sound) when pronouncing consonant sounds individually. When sounding out word, first give whole word and then give sounds very close together (shoe—sh-sh-sh-oe-oe-oe.)

BEST COPY AVAILABLE

Visual Perception Disability (General)

Definition: Ability to gain meaning from and accurately interpret what is seen.

Characteristics

Children with visual acuity greater than 20/200 show no significant inferiority in Visual-Motor channel as compared to Auditory-Vocal channel as measured by the ITPA

"Strauss Syndrome" child

Reversal of B, D, P, Q, U, N, when writing – beyond C.A. 7 or 8. (Position in space)

Inversion of numbers when writing (17-71) as well as reversals. (Position in space)

Poor reading, spelling, writing

Mixed laterality (confused handedness-spatial confusion)(Position in space)

Awkward motorically, frequently tripping over own feet, bumping into things, (Position in space)

Cannot catch a ball. Refuses to go down slide or ride see-saw.

Poor motor coordination.

Inability to copy designs (Problems with puzzles)

Poor handwriting, artwork, drawing (Position in space and spatial relations)

Poor perception of time and space. Gets lost easily; cannot tell time, may be hyperactive, short attention span, perseveration.

Can give correct answers when teacher reads a test to him, but will not sit down and put them on paper.

Poor performance on group tests of intelligence or achievement.

Seems brighter than tests show him to be.

General Teaching Techniques

Group:

1. Use phonetic or linguistic approach to reading.
2. Encourage oral response.
3. Utilize stimulus-reduction to reduce hyperactivity.
4. Color cues to reduce perseveration.
5. Book marker to block out all but one line to reduce distractability.
6. Tape record lessons whenever possible.
7. Present material on records, permitting oral answers.
8. Give tests orally, with teacher writing answers.

Individual:

1. Remediate visual-motor areas.
2. Provide training in visual discrimination.
3. Provide training in laterality and body image.
4. Use Newell Kephart's techniques from *The Slow Learner in the Classroom*, Charles E. Merrill Publishing Co., Columbus, Ohio, 1960.
5. Use tape recorder or language master extensively.
6. Tape record homework questions and child's response.
7. Close eyes if visual perception extremely defective and use tactile kinesthetic approach.

BEST COPY AVAILABLE

VISUAL RECEPTION

Definition: Ability to gain meaning from visual symbols; ability to comprehend significance of pictures and written words.

Characteristics	Related Tests	General Teaching Techniques
May demonstrate weakness in distinguishing likenesses and differences in letters. May have reversals and rotation. Art work, grapho-motor exercises, and fine coordination may be poor. May not enjoy pictures or books. May not be able to describe what is happening in a picture. May only be able to label objects. May not be able to categorize pictures. May read with little comprehension, and may sub-vocalize reading to himself. May pass oral test and fail a reading test.	Eye examination Telebinocular Frostig Test of Visual Perception WISC: Picture Arrangement; Picture Completion ITPA: Visual Association, Visual Sequential Memory, Visual Closure Peabody Picture Vocabulary Standord–Binet: Picture Vocabulary, Aesthetic Comparison, Picture Absurdities Detroit Tests of Learning Aptitude–Pictoria. Absurdities	Check ophthalmological evaluation for: 1. Refractive errors 3. Muscle imbalance 2. Problems in fusion 4. Depth perception 5. Tracking (Ocular movements are necessary for perceptual development.) Give Frostig Test of Visual Perception. Check: 1. Eye-hand coordination 4. Position in space 2. Figure-ground 5. Spatial relations 3. Form constancy GROUP: Allow child to auditorize whenever possible. Gradually reach point of telling child to "Say words in your head." Use phonic or linguistic approach in reading. Check comprehension carefully, giving auditory clues. Permit use of records, tape recorder, or other method of auditorizing material to be learned. INDIVIDUAL: Remediate areas of difficulty noted on Frostig Test of Visual Perception. Develop ability to label, describe, etc., by using simple pictures or objects.

BEST COPY AVAILABLE

VISUAL ASSOCIATION

Definition: Ability to organize or draw relationships between ideas that are presented pictorially. (Can the child *see, associate,* and *indicate,* related pictures.) Probably encompasses much of what we refer to as "reasoning," "critical thinking," and "problem solving." It involves the process between seeing stimuli and responding.

Characteristics	Related Tests	General Teaching Techniques
May not be able to handle primary work-book tasks. May not be able to tell story from pictures. Can only label objects in pictures. May be unable to pair concrete objects as to use or function, such as bat and ball, train and track, needle and thread. May have difficulty with "Look-Say" methods of reading. Knows word on one line or page but may be unable to call same word in another line. May not comprehend what he reads. Concept formation may be poor on standardized tests.	WISC: Similarities, Block Design ITPA: Visual Reception Leiter International Performance Scale Detroit Tests of Learning Aptitude–Pictorial Opposites	GROUP: Provide auditory cues when possible. Permit child to trace correct response as first step. INDIVIDUAL: Train ability to classify, sort objects, pictures by use, shape, size, color, etc. Find incongruities in pictures. Utilize tactile-kinesthetic methods. Eye-hand coordination exercises may be needed. Linguistic approach in reading helps establish association.

BEST COPY AVAILABLE

VISUAL CLOSURE

Definition: Ability to identify common objects from an incomplete picture. This skill may be reflected in the "rate of reading" of the child.

Characteristics	Related Tests	General Teaching Techniques
May see parts and then integrate them into whole. Lack of speed of perception. Slow in reading speed. Sees slowly—word by word. Cannot grasp a phrase simply by seeing parts of words. Difficulty understanding part-whole relationships. Difficulty interpreting pictures.	WISC: Picture Completion, Object Assembly, Block Design Evaluation of visual pursuits and visual fusion. Minnesota Preschool Scale Detroit Tests of Learning Aptitude—Disarranged Pictures	Use the following activities: 1. Hidden pictures from *Highlights*. 2. Pictures with something wrong or missing. 3. Figure-ground perception training. 4. Tachistoscope training. 5. Dot-to-Dot pictures. 6. Sentence completion exercises. 7. Controlled Reader. 8. Part-whole relationships. Compare visual Closure subtest with Sound Blending subtest in determining method of reading instruction: 1. If strength in Visual Closure and deficit in Sound Blending, use linguistic method. This method avoids sound blending ability. When auditory channel is superior, *Merrill Linguistic Readers* is recommended. When visual channel is superior, *Programmed Reading – Sullivan* may be most effective. 2. If child has a deficit in Visual Closure and strength in Sound Blending, Hegge, Kirk and Kirk, *Remedial Reading Drills* may be most effective.

BEST COPY AVAILABLE

Visual Sequential Memory

Definition: Ability to attend to, remember, and duplicate the sequential arrangement of previous visual experiences.

Visual sequential memory is of vital importance in learning to read and spell. Studies show that a child's total school achievement has a .71 correlation with this skill. Spelling is particularly influenced by visual memory.

CHARACTERISTICS	RELATED TESTS	GENERAL TEACHING TECHNIQUES
Poor total school achievement. Difficulty writing alphabet, numbers, addition and subtraction facts, and multiplication tables. Poor speller. May misspell own name after adequate practice. May know letters in spelling words, but be unable to reproduce in writing their proper sequence. May recognize word one day and not the next. When initially taught visual approach to reading, child will have problems.	WISC: Picture Arrangement, Coding. Benton Visual Retention Test. Detroit Tests of Learning Aptitude—Visual Attention Span for Objects, Memory for Designs, Visual Attention Span for Letters	GROUP: 1. Permit use of auditory cues. 2. Permit tracing when possible. 3. Use audio-visual aids when possible. 4. Use flash cards; allow tracing of cards originally. INDIVIDUAL: 1. Use phonetic or linguistic approach in reading. May also need tactile and kinesthetic help. 2. Copy sequences of beads, blocks, letters, etc. If problem in reading, it is preferable to train visual memory with letters, words, and phrases. 3. Reproduce patterns. 4. Solve mazes. 5. Teach typing. 6. After child can remember what he saw, he should be asked to draw what he saw.